

IMPACT ON P-12 LEARNING AND DEVELOPMENT

Multiple outcome measures at the institutional and state levels document JCU's candidates' and completers' impact on P-12 learning and development.

The candidates' professional year consists of two academic semesters prior to program completion, where students gain increasingly independent control of a P-12 classroom under the supervision of a mentor teacher. During the first semester (pre-student teaching), the candidates complete a minimum of 90 hours of classroom teaching experience. During the second semester (student teaching), candidates gain full-time teaching experience over 15 weeks, including a minimum of 360 hours of classroom teaching experience. Student teacher candidates complete the **Teacher Performance Assessment (edTPA)**, a summative national performance assessment of candidates entering the teaching profession designed to answer the question, "Is a new teacher ready for the job?" The **edTPA** is evaluated by trained, certified scorers and evaluates candidate ability in Planning, Instruction, and Assessment (Tasks 1-3). The Assessment Task measures the candidate's impact on student learning by requiring candidates to present authentic artifacts and analysis of their assessment practices during their student teaching experience including design, feedback, and reflection. The American Association of Colleges for Teacher Education (AACTE) recommends a benchmark score range for the **edTPA** that equates to an average rubric score between 2.5 and 2.8, and an overall Task score of 12.5. **On average, JCU candidates met or exceeded the benchmark rubric score for Assessment over the past 3 years and exceeded the benchmark Task score.**

The Ohio Department of Higher Education provides **Value-Added Data** for teachers prepared by John Carroll University. The **Value-Added Data** measures student academic growth over time, which reflects the effective level of teacher impact on student learning and development. **Value-Added Data Not Provided/Not Available for current reporting year.**

The Department of Education and School Psychology at John Carroll University administers **Alumni and Employer Surveys** to graduates and their employers approximately 9 months post-graduation (PGY1), and again approximately 32 months post-graduation (PGY3). One part of the survey asks JCU graduates and their employers to specifically rate the level of positive impact the graduate has had on student learning. The 3-year averages (frequency, %) for PGY1 and PGY3 responses are provided below (combined averages are provided due to smaller sample sizes and to increase significance of the data; only sample sizes greater than 5 are reported). **Both alumni and employers consistently rate JCU completers as effective, very effective, or highly effective in having a positive impact on student learning.**

edTPA Data

Academic Year	N*	Average Rubric Score, Assessment (Task 3)
2017-18	58	2.8
2018-19	66	2.8
2019-20	46	2.9
2020-21	51	2.6
2021-22	35	2.9
2022-23	30	3.0

*N = # of assessment completers

Task 3 (Assessment Task) Scores Comparison Data (JCU, State and National)-Avg. Task Scores			
	JCU	State (Ohio)	National
2017-18*	14.4	14.4	14.7
2018-19**	14.1	14.5	14.7
2019-20***	14.3	14.2	14.8
2020-21	13.3	13.5	14.2
2021-22	14.5	14.0	14.2
2022-23	available June 2023	available June 2023	available June 2023

*JCU N=64; State N=2,454; National N=17,741

**JCU N=66; State N=2,416; National N=19,316

***JCU N=46; State N=2,524; National N=15,324

Value-Added Data, 2019-20 Report

Initial Licensure Effective Years 2016, 2017, 2018, 2019		Associated Value-Added Classifications				
Employed as Teachers	With Value-Added Data	Most Effective [Impact]	Above Average [Impact]	Average [Impact]	Approaching Average [Impact]	Least Effective [Impact]
NA	NA	NA	NA	NA	NA	NA

Employer/Alumni Survey Data, 2017-20 Graduates (PGY1)

“To what degree have you/has the teacher in question had a positive effect [impact] on student learning?”

	Highly Effective	Very Effective	Effective	Somewhat Effective	Minimally Effective	Not Applicable
Alumni, 2017-20*	6, 10.91%	28, 50.91%	16, 29.09%	2, 3.64%	1, 1.82%	2, 3.64%
Employers, 2017-20**	7, 36.84%	8, 42.11%	3, 15.79%	1, 5.26%	0, 0%	NA

*N=55, results reported as frequency, % of responses

**N=19, results reported as frequency, % of responses

Employer/Alumni Survey Data, 2016-18 Graduates (PGY3)¹

“To what degree have you/has the teacher in question had a positive effect [impact] on student learning?”

	Highly Effective	Very Effective	Effective	Somewhat Effective	Minimally Effective	Not Applicable
Alumni, 2016-18*	6, 37.5%	6, 37.5%	4, 25%	0, 0%	0, 0%	0, 0%
Employers, 2016-18**	N≤5	N≤5	N≤5	N≤5	N≤5	N≤5

*N=16, results reported as frequency, % of responses

**N=5, results reported as frequency, % of responses

¹ PGY3 (Post-graduate Year 3) had a first administration Spring 2020 (graduating cohort 2016-17). All available data reported.